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ФІЛОЛОГІЯ

RESEARCH ARTICLE

JOURNALISM

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DIGITAL ADVERTISEMENT: THE ORIGINAL AND ETHICAL POSITIONS

*Abstract. **The purpose of the research** is to study modern approaches to the functioning of digital advertising. **The research methodology** were: sociological survey, bibliographic and descriptive methods*

***The scientific novelty**. The article deals with the problem of researching of modern Ukrainian society needs, new forms of implementation of advertising communication. There is rapid development of new genres and platform in social communications in the XXI century. One of these genres, which gave an impetus to the development of new platforms and ways of introducing product used digital advertising. The description of digital advertising as a modern Internet genre is made in this article.. Also payd an attention to the ethical positions to the way of using Ukrainian digital advertisement.*

***The Conclusions**: among the current existing approaches to the study of the mechanisms of digital advertising in the media space of Ukraine include: ethical postulates, modern figurative elements, updating existing traditional layouts, cooperation with target audiences, audience targeting*

The paper presents the main results of the survey on the audience's knowledge of ethical concepts of advertising. It is proved that the Ukrainian audience is now well aware of the main mechanisms of digital advertising, its operating parameters and basic provisions.

Key words: digital-advertising, digital advertising, digital genres, hybridization of genres.

ДИГИТАЛЬНА РЕКЛАМА: ОРИГІНАЛЬНІ ТА ЕТИЧНІ ПОЗИЦІЇ

Анотація. Метою дослідження є вивчення сучасних підходів до функціонування цифрової реклами. Методологією дослідження були: соціологічне опитування, бібліографічний та описовий методи

Наукова новизна. У статті розглядається проблема дослідження потреб сучасного українського суспільства, нових форм реалізації рекламної комунікації. У XXI столітті в соціальних комунікаціях відбувається стрімкий розвиток нових жанрів і платформ. Одним з таких жанрів, що дав поштовх до розробки нових платформ і способів впровадження продукту, використовується digital-реклама.

У цій статті подано опис цифрової реклами як сучасного Інтернет-жанру. Також приділено увагу етичним позиціям щодо способу використання української цифрової реклами.

Висновки: серед існуючих на сьогодні підходів до вивчення механізмів цифрової реклами в медіапросторі України можна виділити: етичні постулати, сучасні образні елементи, оновлення існуючих традиційних макетів, співпраця з цільовими аудиторіями, націлювання на аудиторію.

У статті представлені основні результати опитування щодо обізнаності аудиторії про етичні концепції реклами

Доведено, що українська аудиторія сьогодні добре знає основні механізми цифрової реклами, її параметри роботи та основні положення.

Ключові слова: digital-реклама, цифрова реклама, цифрові жанри, гібридизація жанрів.

The Problem Statement. Modern trends in the development of the information society require a constant trend in the study of social communication processes. The hybridization of network genre is rather difficult question. All communication platforms without exception have subjects to change and update. One of these positions is online advertising, which is now called digital advertising. Advertising with powerful capabilities, also known as digital advertising. It has a prominent place among research topics in social communications now. Nowadays there are some researchers believe that this concept - of Digital-advertising very multi-faceted and has no analogue in translation. This concept is absolutely unique.

There are a lot of scientific works which lighted the question of advertisement. The research of this topic (directly or indirectly) was found in works written by R. Brenton, V. Bakhtin, A. Dosenko, O. Goroshko, K. Maior and many others.

The historical aspect of development in the Ukrainian network media market

shows the using online advertisement in the beginning of the 21st century. **The Purpose of Publication** is to study modern approaches to the functioning of digital advertising. **A problematic issue** is the study of existing postulates of digital advertising. There are among them we can select ethical postulates, modern figurative elements, updating existing traditional layouts, cooperation with target audiences, audience targeting.

Also, the following parameters are should be taken into account: advertising could be viewed in the external information space (TV, big board, etc.) and now the network gave fundamentally different possibilities. Nowadays each of us able to decide whether he needs to preview the downloaded video, read an advertisement and etc.

The main methods of research were: sociological survey, bibliographic and descriptive methods

The Main Material Statement. Many of modern advertising experts believe that today each user is an integral part of the advertising process. Since Internet is not only a communication platform, but also an implementation of the function of transition from an observer to an accomplice to advertise a product there.

It is worth to consider that digital advertising as one of the genres of the network is study much. It should be described that digital genres is unique notion now and many scientists try to understand them.

For example, Bakhtin M. understands the genre as "... a stable type of text, united by a single communicative function, as well as similar compositional and stylistic features" (Bakhtin).

T. Erickson describes the phenomenon of the genre in the following way: "... the genre is a communicative pattern created under the direct influence of the individual, social and technological factors that are implicitly present in the reproduced communicative situation. The genre structure the communicative process, creating "collective" expectations about the form and content of communication, and facilitating the production and reproduction of communication" (Erickson, 1997).

There is a question about promotes the development of blogs as a new genre. It should be noted that the "traditional" genres certainly

somewhat evolved with the advent of Internet advertisement as a science. Extension of the traditional printed text led to the appearance of hypertext, which expanded the capabilities of the already existing. Another unconditioned factor was the feature of interactive blogging. The third feature of the network's ability, spread the very structure of the information field   Goroshko Helena wrote "... the genre can be directly related to the factor of reading the text" (Goroshko, Linguistic consciousness, Xarkiv, 2003., 473, pp 105). Indeed, getting acquainted with the text linearly, the user of the network may not even feel the difference between reading

the article in the newspaper and the Internet publication.Such a feature characterizes as "the variegated text" by O. Goroshko (Goroshko). The collection of all existing genres should be noted as a typical characteristic for electronic diaries.

This characteristic is need for the reading is line. It carries a certain identity between blogs and the genres of traditional print media, but since we consider the text of a hypertext blog, we cannot but emphasize on the hyper textual factor that is characteristic of the web sphere. The use of multimedia (namely avatars in blogs) characterizes them as a digital genre (such a treatment of web genres is provided by E. Goroshko).

The first definitions of electronic diaries as a genre is the possibility of continuous updating of information networks. "The speed of updating information leads to various types of blogs, can create an affect the degree of hybrid and this genre, leading to its increase" (Goroshko).

K. Berkencotter and T. Khukin paid attention to the framework of the sociological and cognitive study of the genres, described five fundamental characteristics. Among them are the following:

− The dynamics. It is expressed in dynamically flexible character of genres. It is ability to adapt. – Situational. It is interpreted as the ability to adapt the text from the author's participation in a given situation or participation in the cultural and ideological aspect of the surrounding.

− Form and content. This parameter reflects the author's understanding of what is put into the meaning of the material according to its proper adaptation under certain external factors, purpose, circumstances.

− The duality. It is defined as rules of using the genre from the standpoint of professionalism and the achievement of the dual system such as "generation - reproduction" of social structures.

− The social dependence. The expressed in the way of deformation in one hand of the modern language, in another hand reflected in the way of creation digital genres (Berke).

For digital genres the leading characteristic is the possibility to be addressed by many people at the same time. According to our opinion, the appropriately is a selection of a separate genre, characteristic for the author's blogs, namely the genre of personal record (page).

This genre attracts our attention by alongside the weighty features that gives a characteristic of individual records. For example, the figure of a blogger, like virtual portrait, person's features, age and mental characteristics of an individual.

The next one is the communicative goal (the desire to express itself, the assessment of the situation, the establishment of new contacts). The third is the social position (attitude to others, the adequacy of perception and comprehension of the affected topic, etc.). Our work was based on the opinions of the researchers

M. Shepherd and S. Watters, refer blogs to the genre of personal electronic pages. Scientists have identified six varieties of genres for the Internet as an environment of hypertext existence "electronic page, brochure, resource, catalog, game, search engine" (Goroshko). According to modern scholars (Goroshko H, Dosenko A. etc.), digital genres can be arranged for three basic characteristics that define them as an independent group of genres. It could include the medium of the material (ordinary media or electronic analogues), the structure (text format and the presence of multimedia in it), linguistic units (literary vocabulary, abortion, jargon, etc.).

According to H. Goroshko the educational network helps to manage the communicative processes. Genres can be arranged into clusters. For example, such a communicative event as a conference begins with a notification of a call. These types of genre form a cluster. Clusters create a genre system. The researcher also suggested using genres as the basis for the study of communicative business practices (Goroshko).

To our opinion, the cluster is a group of logically merged servers. It has an ability to satisfy various cognitive queries and used as a single resource and information directory. For example, the blogosphere is a cluster

It is advisable to say that blogs have common features with the genres of traditional print media, but at the same time, exist some variables that make it possible to argue about genre evolution as such. This fact is indisputable, as journalism itself evolves. Blogs are included the category of virtual genres, namely the genre of a personal page, has a number of basic functions. Among them the communicative and informative, as a form of reflection of reality. For electronic diaries, as for the genre of a new generation of nature, almost instantaneous feedback that is "direct" does not have place in the genre structure of traditional media.

According to H. Goroshko, the most significant factors influencing the digital genre in the Internet became hypertext and interactivity of the environment. Affect the genre and technical capabilities of the Internet in the transfer and updating of information and the ability to create the texts with audiovisual elements, which are "inherent" only to this environment.

It is very important for blogosphere to have a big amount of readers. It creates some aspects for basic characteristics as digital genre. For example, the communicative orientation (in our case, poly addressed) the form of conduct (monologue, but with the possibilities of dialogue) the size and structure of the diary record; obscurity blogger; versatility of forms (citation possibility, poetics of a message, etc.); encoding message; the subject of the diary, correlates with the admissible language norms of any communicative sphere.

There are a number of features typical for blogs as a kind of world of the genre of the electronic sphere:

– informative,

- an entertainment,
- the correlation of actions of a certain percentage of readers,
- an observation of the environment,
- the self-examination of the author,
- a substitute for contacts.

There are problems of definition and differentiation of a new form of genres called digital at the modern stage of the development of Internet advertisement.

The electronic genres feature traces of the traditional genres in internet, which provided the basis for the development of genres of the new e-generation. It's worth of determining the definition of Digital Advertising. We describe it as a network advertising ad enables cooperation and implementation of the communication process with consumer audience, accelerating the process of selling the product itself. For example, it can be banners on sites that allow just one click of the mouse to purchase the product. Or a promotional

video placed on social networks and thus promotes the product. It is worth emphasizing the fact that for digital advertising as a communication process inherent distribution channels.

K. Maior the well-known modern bloger and advertiser wrote about digital advertising: " …this is a diverse, highly effective and high-speed digital advertising on various media like home screen screens; computers at work; gadgets; video tunes; scoreboard; large and small screens installed in public places, office centers, banks, shops, large shopping malls and shopping and entertainment centers; corporate TV, various digital displays at stations and airports " (Titov).

As a kind of communication platform, this kind of advertising makes its own way. They should be considered separately. The first of all it is a creation of the site, implementation and promotion, since the sites themselves are the most effective way to introduce digital advertising. The next way is to create and place banners, flash games, video blogs and amateur media that allow you to go to the advertiser's site.

The next way to implement digital advertising is social networking. This is always available advertising channel. This is a great platform for implementing viral communication (for example, an advertising message, photo, etc., where users have the ability to distribute what they want and also when the user considers this information relevant.

The fourth channel is mobile phones and tablets. It is the way that consumers get acquainted with advertising and "take it home" and get acquainted, read and therefore advise this product/service to friends and acquaintances.

Now we can talk about the availability of digital information agencies who was spread the internet advertisement.

Unlike traditional news agencies that serve as an advertising platform, digital agencies offer a range of services that can draw conclusions about the specifics of

work in the field of digital.

It is worth to provide digital agencies (by Richard Brenton's):

− standard services (creation and design of sites, media promotion, etc.);

− development of a comprehensive strategy for the implementation of the advertising campaign digital in the network environment.

− working with communities (social networking groups, blogs, forums, specialized sites, etc.);

− event organization, competitions in online / offline promotion combinations (Goroshko, 2003, pp. 109).

Also, the author gives the classification of the media channel, popular today. The most important are the Internet and devices access it (computers, tablets, smartphones and so on). The local networks have means of obtaining information, communication and self-realization of a person. Inner computer networks of companies (Extranet) or urban areas are self-sufficient information systems. Here users can chat, play, share the information they need. At the moment the integration of local networks with the Internet is gradually taking place (Goroshko, 2003, pp. 112).

Digital gadgets are devices that can collect information and transfer it to other media. For example, smart watches fitness bracelets and others. Digital art create or reproduce artistic work. It can be drawing, sound, animation, video, game, website, algorithm, performance or installation. Many traditional forms of art integrate digital technology, and as a result, become blurred border between traditional works of art and digital media (Goroshko, 2003, p. 12). Digital advertising should be implemented on communication platforms such as blogs, social networks, etc. Advertising in social networks and blog hosts has not opened anything new.

The next important platform for the implementation of digital advertising can be considered as social networks. The active development of this platform has led to the emergence of Internet marketing, namely advertising in social networks. The methods and techniques used to promote advertising in social networks are huge, but we cannot but point out that every time the marketers must invent new ways to encourage the target audience and "aggravate" the number of views. The traditional promotion through the creation of their own groups, the systematic publication of pages, surveys, drawings, promotional links, etc. But the attention of the consumer in the network is scattered, because every minute, they are confronted with a variety of advertising appeals, finds new images, features that increases the risk of switching attention from one product to another.

All this can lead to confusion of the target audience. The positive part is the level of trust in the network is higher than in traditional communication platforms (in terms of advertising).

There are no rules for advertising from the standpoint of ethical existence in the Ukrainian media space. Common ethical norms and codes are usually use, but at the same time, advertisers often ignore ethical principles and place advertisements they need.

So to study this aspect, it was decided to interview network users and representatives of several major campaigns in Ukraine.

There were asked 1000 people through the Internet and get next results.

Table 1. The results of a target audience survey "Do campaign ethical principles for online advertising?"

№	Question	Target audience's answers	
		Yes %	No%
1.	Do you think that Ukrainian campaigns comply with the ethical rules for creating online advertising?	67%	33%
2.	Do you think there are large campaigns for the ethical implementation of social media advertising?	56%	44%
3.	Is it often an advertisement is displayed in violation of ethical principles?	72%	28%
4.	Do you think it should be paid more attention to adhering ethical principles to the implementation of ethical principles in advertising?	81%	19%
5.	Should the use of ethical norms reduce the conflict situation in the advertising market?	66%	34%

As we can see Ukrainians think that advertisement area should be paid more attention to ethical principles and positions.

We used the same questionnaire to ask professional advertisers. There were asked 260 persons and get next results.

Table 2. The results of professional advertisers
"Do campaign ethical principles for online advertising?"

№	Question	Target audience's answers	
		Yes %	No%
1.	Do you think that Ukrainian campaigns comply with the ethical rules for creating online advertising?	44%	66%
2.	Do you think there are large campaigns for the ethical implementation of social media advertising?	13%	87%
3.	Is it often an advertisement is displayed in violation of ethical principles?	22%	82%
4.	Do you think it should be paid more attention to adhering ethical principles to the implementation of ethical principles in advertising?	60%	40%
5.	Should the use of ethical norms reduce the conflict situation in the advertising market?	19%	81%

As we can see Ukrainian advertisers thinks that domestic media space does not have a large number of problems with the use of organic principles in advertising, but there are a number of problems that should be solved and investigated.

The Conclusions. So, one can highlight the following ways of implementing advertising content in the field of digital advertising. It is the publications in popular communities or on public pages, the promotion through the built-in advertising system of the social network.

Currently, digital advertising should be considered as a separate genre network, a great genre of social communications.

His rapid development leads to the emergence of new areas of operation and promotion of goods, for example, can be called digital marketing, which by right can be a leader in the network. This kind of communication has led to the delineation of Internet mercerization and digital marketing. The leaders among the communication platforms for the introduction of digital advertising are blogs, touchscreens.

In general, everything we can treat as digital media. Particular attention for the

study deserves digital media and the introduction of digital advertising. It is also worth paying attention to the fact that there is a distinction between the concepts of digital advertising, internet advertising and digital advertising.

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MEDICINE

UDC 614

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ASHUDHINASHAK: ALTERING CONSUMER BEHAVIOUR FOR SUSTAINABLE FUTURE

*Abstract. **The purpose of the research** — understand the practical execution of social innovation in culturally dominant rural settings. **The research methodology.** Present study took one of the most popular approaches to qualitative research i.e. case study. This case study is an attempt to answer the research question "How social innovation taking the route of design activism can change the mindset of consumers?" The case aims at analyzing the process adopted by design activists to bring in social change. Design factors identified (aesthetics, function, usability and others) for bringing social change were derived from the existing literature. The case also talks form the point of view of sustainability as an integral part of social innovation. Personal factors of the innovator i.e. personal intentions, level of self motivation, level of compatibility with stakeholders, and personal competency were*

*analyzed in light of success requirements for a social initiative. **The scientific novelty** of the study is that this case allows the applicability of the design activism in developing acceptance of the social taboo product in the Indian context. **The Conclusions.** Consumer dilemma has always resulted in tremendous opportunities for entrepreneurs to come out with innovative solutions. Disposition of menstrual absorbent is one such roaring problem faced by many women in rural as well as in urban regions. The taboo associated with menstruation in societies does not allow disposition of menstrual waste either in open areas or in regular dustbins. Commonly used sanitary napkins contain Super Absorbent Polymers (SAP) which takes 500 to 800 years to decompose naturally. Mr. and Mrs. Bedekar designed a clay incinerator "Ashudhinashak" which enables disposal of used sanitary napkins and provided a perfect solution for substantial fraction of total population (Menstruating women). This case is an attempt to understand the practical execution of social innovation in culturally dominant rural settings.*

*Keywords: **Menstrual waste Management, Consumer Behaviour, Incinerator, Rural, Sustainable.***

The Problem Statement. Menstrual education plays a vital rôle in the health education of adolescent girls across the globe (Goyal, 2016, p. 18−21). Menstrual hygiene and waste disposal has been an age old problem not only in India but also in major parts of the world. **The Analysis of Sources and Recent Researches.** Literature shows that Menstrual related studies have insignificantly focused on the waste disposal issues. Neither the academicians nor the policy makers gave it due importance (Landes, 2012). This often seems to be an unimportant issue, mainly because women avoid being vocal about menarche due to the social stigma associated with it. Girls are still not very comfortable in discussing their concerns, predominantly because of complicated parent child dynamics, prevailing myths attached with menstruation, inadequate source of guidance and student teacher relationship (Cruz-Torres & Mc Elwee). It has been observed that women throughout the world follow different menstruation waste disposition practices as per their convenience. Commonly women dispose used menstrual products with domestic waste and they prefer to flush it in public toilets (if outside home) which results in choking of toilets (Grimm, Fox, Baines, Albertson, Social, 2013, 26, 436–455). Environmentalists are frequently raising concerns about piled up non biodegradable sanitary wastes at cost lines (Konda, Starc, & Rodica, 2015, 53 (2), 211−229). Landfills are no exceptions, large volumes of sanitary waste results in huge amount of methane which is the major contributor of global warming (Mahon, 2010). Articles frequently published in the news papers pinpoint the burgeoning problem related to menstrual waste disposition (Haxeltine, Pel, Dumitru, Kemp, Avelino, Jørgensen, Wittmayer, Kunze, Dorland, Bauler, 2017). Sanitary product designers have never bothered about the sustainability issues and its hazardous

environmental impact (BEPA, 2011). Plastics, polyacrylate gel and polymers are the commonly used absorbents in high quality sanitary napkins (Margolin, 2012). Modern incineration can be the practical solution in reducing the ill environmental effect caused by inappropriate disposition of menstrual waste (Grimm, Fox, Baines, Albertson. 2013, 26, 436–455). The present case is a live example of gradually eliminating social taboo associated with menstrual waste disposition in traditional orthodox rural Indian society.

The Purpose of Publication. This study using the case of Ashudhinashak aims to understand how the organization created value for the girls facing embarrassment due to the lack of menstrual disposal management. Ashudhinashak as a product provided a sustainable solution which was accepted by the major influencers of the rural society and make life easier for the adolescent girls taking real life example of a young girl Laxmi.

The Main Material Statement. Laxmi is studying in 7th standard of a government school in Panchmahal district of Gujarat. It was raining heavily when she started form home to school. When she reached school, she was fully rinsed. She was desperate to change her sanitary pad. It was her first day of menstruation. She was scared and upset about disposing of the used sanitary napkin in the bare minimum sanitary infrastructure of the school. It was not the dilemma of Laxmi alone but many such schools going young girls of Panchmahal.

Mrs. Swati Bedekar who use to teach mathematics and science modules in these schools during early 2012 and was also running the Vatsalya Foundation (Organization working in the area of educating MHM and offering low-cost sanitary pads) got emotional about the agony faced by these young girls every month. She along with her husband decided to work towards improving this pathetic condition of disposing of sanitary waste (Refer Annexure-2).

Swati was already aware that few menstruation waste disposition options like electric incinerators were available in the market, but those products were more suitable in urban settings due to their design, energy requirement and their market price (Refer Annexure-3). These products do not empathize with the suffering faced by menstruating girls in rural areas.

Indian Menstruation Practices: As per the Dasra, Kiawah Trust, and USAID,the total number of menstruating women is more than 35,50,00,000 in India (Roxburgh, Hampshire, Kaliwo, Tilley, Oliver & Quilliam, 2020). Experts have identified 4 A's responsible for low penetration of sanitary napkins in rural areas. These are 1) Availability (non) 2) Affordability (non) 3) Awareness (low) 4) Awkwardness of buying form male chemist. Looking at the nature of government efforts in the last decade towards improving the percentage of sanitary napkin users in rural areas, there should have been a drastic improvement. But it has registered

arowth of a mere 5% in the past 7 years indicating the presence of unidentified factors in play.
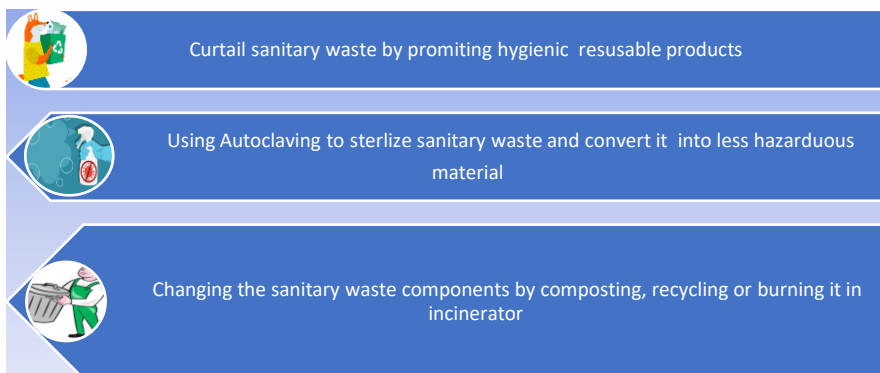
Big brands like P&G, Johnsons, and Johnsons and Unicharm are generally unavailable in rural areas. In a survey of 62 villages, out of 187 general and provisional stores, not a single store had a stock of sanitary napkins, though there are estimates about the growth of the industry to INR 45.9 billion by the year 2017 (Chothe, Khubchandani, Seabert, Asalkar, Rakshe, Firke, Simmons, 2014).

Menstrual hygiene practices in India depend on socioeconomic status, age, education, occupation, family composition along with exposure to television or radio (Sanitary Napkin Properties, 2014). Proper education and hygiene practices can help young adolescent girls to come out of prevailing misbelieves (Mahon, Thérèse, Fernandes, 2010). There is a positive response of planned teaching on the knowledge of young adolescent girls and it is useful for them in maintaining menstrual hygiene practices. Majorly socio-economic factors contribute to the present condition of non-usage of sanitary napkins in a rural area. Gradually women from the rural society have started using sanitary napkins and it has given birth to the problem of menstrual waste management. Thus the present research proposes to provide solution to huge problem faced by the society.

Menstrual waste management solutions in India. Three (3) menstrual waste management practices in India :

1) Adopting more sustainable menstrual absorbents
2) Eco-friendly menstruation waste disposition practices
3) Segregation of sanitary waste

Fig. 1. Sanitary waste disposal system intends to manage waste in the following ways

Curtail sanitary waste by promiting hygienic resusable products

Using Autoclaving to sterlize sanitary waste and convert it into less hazarduous material

Changing the sanitary waste components by composting, recycling or burning it in incinerator

Theoretical Background. Social Innovation has recently gained importance in academic fraternity for its incredible transformative ability (Dias, & Partidário, 2019, p. 44−65). Prevailing social issues accelerated the need of social transformative agents as these are the potential source of bringing constructive change in the present societal conditions (Dasra, Kiawah Trust and USAID, 2014; Akimenko, 2014, p. 57).

Now researchers are serious in finding out the ways of achieving social innovation through design activism. Design activism is a perfect blend of design and activism. In this equation, design serves as a carrier of activism. Designs have a tremendous potential to bring environmental development if it is used properly as a change agent which is effectively utilized by deign activists. Design activism thrives on trial and error process to arrive at its desired outcome of social innovation. The success of design activism does not merely depends on methods and tools used but also on the approach adopted by designers in reaching out to various stakeholders of the community (Sanders & Stappers, 2008, 4 (1), pp. 5−18; Cipolla, Afonso, Pel, Bartholo, Silva, 2017, p. 22).

Introducing social change is a long term process which requires the social initiative or network to adopt the process of reflexive learning. According to DRIFT social innovation is a sum total of peoples efforts who collectively work on some idea or activity which is innovative in nature (Chapman, 2007, p. 177). Dias et al. suggests two ways of introducing social transformation i.e. by Cartesian approach which advocates the materialistic route of creating something tangible and measurable which create value for the society. Moreover this contribution should also be capable of being analyzed systematically. The other way suggested was the systematic thinking which concentrates on success factors of these change agents to bring amendment in prevailing societal systems which ultimately helps in modifying the traditional ways of doing things (Elledge, Muralidharan, Parker, Ravndal, Siddiqui, Anju, 2018).

Systemic change focuses on bringing the fundamental gradual change and ultimately influences the functioning of entire system. Actually systemic change is the final objective of any social innovation. This change demands a fresh thought process and approach of action. It is the interface where business processes, social movements, legal aspects, infrastructure and data interacts at the same platform (Fassi, Meroni, & Simeone, 2013, pp. 14−15). All these are the key factors and should work in alignment with each other. Effective implementation of social innovation strategies are the outcome of social actor's skills in understanding the need of the beneficiaries and the power relationships these social innovators share with them (Chapman, 2007, p. 177).

Obviously there is a bitter confrontation with the earlier policies of the area. To ensure successes of social innovation it is crucial to consider that such change

must be economically feasible, backed by the latest technology, have efficient supply network, knowhow, legal and financial support. It is a time taking process which generally requires transformation at government as well as private fronts [Fassi, Meroni, & Simeone, 2013, pp. 14−15).

Thus it is clear conviction that social innovation symbolizes social change more specifically societal change (Potts, Hastings, 2011). The distinction of social and societal is purely a process of own perception and reason of innovation. Social innovation is perceived as response to a short term social phenomenon with a very keen insight into the event. Discussion of social innovation revolves around concerns for sustainable and adhesive societies. This requires aggressive grounded initiatives along with society's joint efforts and comprehensive practices (Garg, Goyal & Gupta, 2012, pp. 767−774). The success or failure of social innovation greatly depends upon the skills of people pertaining to power relationship and using those skills for success of innovative social change (Chapman, 2007, p. 177). The value created through the process is enormous. Though altering mindset is a time consuming process and it requires whole hearted support of all stakeholders. Still it is worth taking pains, as it creates value for the society.

The innovative solution offered: For 6 months since Laxmi's incidence Swati was trying hard to find a feasible solution of menstrual waste disposition. In June 2012, a Textile Chemistry Engineer by qualification and Swati's husband Mr. Shyam Sundar Bedekar actively involved himself in the project of minimizing the agony of young adolescent girls. He had played a major role in developing "Sakhi sanitary pad" which was the core product of Vatsalya foundations (Bobhate & Shrivastava, 2011, pp. 119−126.), now he has shifted his focus on studying sanitary waste disposition options available in the market (Refer Annexure 1&3). His study concludes that in the prevalent circumstances, the burning of sanitary waste is the best possible solution. He took proper care of existing emission norms (Refer Annexure 4). Thus, utilizing his engineering brain, he designed a machine that burns sanitary waste without using electricity and at the same time it is economical, user friendly and most importantly have social acceptance.

In late 2012 the duo's hard work shaped in the form of an eco-friendly indigenous incinerator. (Refer Annexure-5) The first of its kind incinerator was appropriately named as "Ashudhinashak", which translates in Hindi as a destroyer of impurity. Ashudhinashak is similar to a brick-lined fireplace which is commonly used in a rural area for preparing meals. Ladies can conveniently use this device to burn sanitary waste just like cooking food in a brick-lined fireplace.
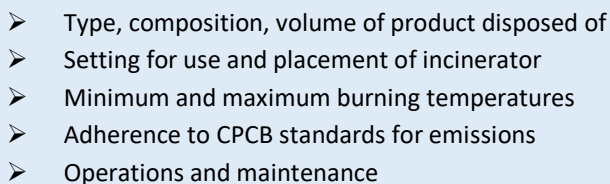
The ceramic clay and terracotta which is the basic material for making pots were used in the incinerator to give a household look to the end-user. As earthen pots are a common household item in rural India, it will be hard to point out these incinerators and will not grab any attention, thus can easily get adjusted in the

culture.

Ashudhinashak has a chamber at the top that can accommodate as much as 20 used sanitary napkins which can be burned at a time. These napkins are put on fire by putting dry grass or paper through a small hole at the bottom of the incinerator. The incinerator is designed in such a way which allows oxygen to fuel the fire and support the entire burning process. Disposing of sanitary napkins in a clay and terracotta material ultimately burns it into pure ashes which can be used as a fertilizer in farms. The process neither spread foul odor nor transmit any contagious bacterial diseases.

On average a commonly used sanitary napkin contains a thin polypropylene layer which is 15 percent of the total weight of a sanitary napkin. The remaining 85 percent consists of paper, wood pulp, etc. eco-friendly material. Ashudhinashak is a scientifically designed incinerator to maintain the temperature at 300ºC which prevents the conversion of polypropylene present in sanitary napkins in any harmful matter.

Fig. 2. Considerations for incinerators

➢ Type, composition, volume of product disposed of
➢ Setting for use and placement of incinerator
➢ Minimum and maximum burning temperatures
➢ Adherence to CPCB standards for emissions
➢ Operations and maintenance

Consumer Background and journey of Ashudhinashak: On a chilly Friday morning of December 2012, when Swati was going to school, she got stunned to see a local lady who was throwing her menstrual waste material in the nearby water body. Swati was shocked that how anyone can pollute water which is the major source of drinking water supply for villagers. Swati approached the lady and tried to explain to her about their latest innovation i.e. "Ashudhinashak". Even after continuous attempts, she failed to convince the lady about the importance of maintaining sanitary hygiene not only for her but also for the betterment of the natural and social environment. Swati called a gathering and invited village adolescent girls and middle-aged women. All women came in their veils and were clueless about what they are called for. When the ground filled with ladies, she initiated her talk with lighter topics like the wellbeing of them and their family members. All ladies got engrossed in the discussion as this was the all-time favourite topic of the audience. Taking the right clue, she slowly took over the central theme

of menstruation hygiene. As expected, one by one, ladies started to leave the forum, and finally, Swati was all alone standing at the Centre. Swati was shattered with the behaviour of these ladies. Ensuring menstrual health and hygiene of rural women was the sole mission of the Swati and Vatsalya Foundation. She was very clear of her vision and she was not one who surrenders easily. After that, she made frequent attempts to make these ladies recognize the importance of maintaining hygiene in the disposition of sanitary waste. Every time she has to surrender to her fate. Without losing enthusiasm she was continuously exploring to grab every possible opportunity to communicate. On 13th Feb 2013, when Swati begin her forum for an open discussion, all ladies opposed openly and escaped from the scene. It was a preliminary sign of the boycott of Ashudhinashak by rural society. Theses incidences were enough for Swati and the entire team of Vatsalya Foundation to gear up for the long battle against the conservative mindset of society.

Fig. 3. Ashudhinashak value chain
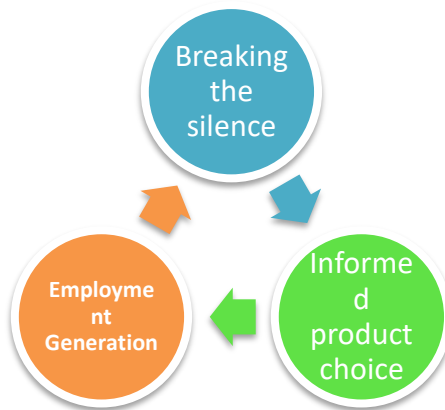
Breaking the silence:
    − Provide information about the incinerator through folklore, specifically designed booklet and involving influential persons from society.
    − Use of specifically designed game kit to clearly explain the menstruation cycle during menarche.
    Informed product choice:
−   Women and girls are educated about the ill effect of disposing of

menstruation waste in an open area.

–   Various disposition alternatives were explained and the pros and cons of different alternatives including incinerators were discussed.

Employment Generation:

–   Provided training to potters' families to produce terracotta incinerators.

–   Involving shaktimandals and other women self-help groups in promoting Ashudhinashak

Going market: Looking at her wife in grief, Mr. Bedekar offered her a piece of expert advice. He told her to understand consumer perception and hit them at the right place at the right time. Firm on her decision, Swati decided and approached the women at large in social sabha (gatherings) to subside the fear and shame associated with menstrual hygiene practices. From March 2013 onwards Swati and her team started approaching schools where young girls can be reached easily. She knew that influencing a young mind was easier than that of changing a stubborn mentality. If society has to change and witness long term permanent impact, then the practices of using the menstrual pad and proper disposition should be inculcated at menarche itself. The challenge was to carve a niche for a socially innovative product. With these thoughts, she started her arduous effort to connect with schools in the vicinity and convinced the school authorities to install Ashudhinashak in the school toilets to ensure safe and environment-friendly menstrual waste disposition

By mid of 2014 Ashudhinashak became a friendly name for schools. Now it was the appropriate time for her to interact and influence the major chunk of rural women population. She took a systematic approach to break the wall of the silence of these naive ladies. There was no better way to take these ladies into confidence than to talk to them in person. She started approaching the opinion leaders of the village. When she met Radha, who was a popular name

in the local community, she faced the awkward silence. Radha was not at all interested in talking and left her sitting alone in the corridor to avoid the interaction. After approaching Radha repeatedly, she was forced to break her silence on the matter. Radha told that she and

many ladies in the vicinity are not very well-off and using sanitary napkin itself is an expensive affair for many in the village, leave the usage of disposition mechanism. Swati continued to dig deeper and realized that these ladies though can and want to improve their social condition, are lacking confidence in putting their views in front of family members. They had already accepted their prevailing status as their destiny.

During 2014 to 2018 many improvements in the product were introduced in line with consumer insights and various strategies were adopted by Vatsalya Foundation to create a conducive environment for the acceptance of a socially innovative product i.e. Ashudhinashak in rural society.

–   Apart from explaining the importance of usage of an incinerator to ladies, she started approaching the head of the family (often male in the traditional society). Those days it was not common for a lady to talk with men in rural areas and;

– particularly discussing menstrual hygiene and disposition practices was beyond;

– expectation. Swati convinced Radha to allow her to talk with her husband so that she can explain to him about the product, its usage, and its importance to the women, to the society and the environment. This will enable Swati to understand men's perspective in this regard.

– Garba the folk dance of Gujarat is not only popular in Gujarat but all parts of the country. Swati took the popularity of these songs to her advantage; she approached the local troops and religious groups of the area and got the special lyrics written in the local language on the rhythm of filmy songs and folk songs. These songs narrate the importance of maintaining hygiene during menstruation. The folk songs got instant acceptability in the local community

– The intervention of health experts in promoting.

– Ashudhinashak helped in gaining customer's confidence. Approaching local health centres proved to be a vital step in promoting Ashudhinashak among prospective customers.

– Hygiene bucket- the challenge, which was Vatsalya.

Foundation's Sakhi's (Sanitary pads) promotional campaign on social media, got warm welcome not only in Gujarat but also in the state of Maharashtra and Karnataka. Further, the program extended to safe menstrual waste disposition practices resulting in the visibility of Ashudhinashak.

– Vatsalya foundation always uses to believe in getting direct customer feedback and respond accordingly. The different sizes and versions of Ashudhinashak was the outcome of such responses.

– Involving local potters in manufacturing Ashudhinashak improved their annual income and they became the brand ambassador. This also ensures the timely supply of products as per requirement.

– The use of indigenous raw material resulted in rock bottom cost of Ashudhinashak incinerators and thus allowing the Vatsalya Foundation to keep the price of the product far lower than its competitors.

By 2019 Ashudhinashak became a house hold name and was made available in 19 different states of India. Vatsalya foundation successfully established its production unit in North Eastern states.

Avenues for Further Research: Marketers need to clearly understand that offering an urban product to rural consumers cannot fetch them the desired results. Understanding product specific behaviour of rural consumer is the need of time. One size fit all approach is no longer applicable. Thus each product needs to conduct its own piece of research to be acceptable in the real market situation. Moreover the case talks from consumer angle only. There lies a scope for seeing the product form other lens like supply chain efficiencies in rural areas, resource availability and

comfort level of rural consumers with the changing technology. The research can be extended in the areas of safe disposition of sanitary waste in different cultural and religious settings to understand the problem faced by rural women on religious grounds.

The Conclusions. The literature on the topic has visualized the process of shaping social innovation from various angles. There exists a need for academicians to come to a common platform to develop the concept of social innovation. It is really very difficult to have a common concept of social innovation because of inbuilt complexity in the topic (Elledge, Muralidharan, Parker, Ravndal, Siddiqui, Anju, 2018). This case attempts to view social innovation from the lens of sustainability. Present study makes a considerable contribution to the existing body of knowledge by explaining the role of design activism which brings change in mindset of the community. The socio-cultural hindrances which frequently come in the way of design innovation are studied deeply to identify its inconsistencies. The case is providing a platform where consumers can comfortably talk about taboo products.

Any social innovation to be successful requires a viable business model which eventually results in environmental sustainability (Vasanthi, & Dash, 2019, pp. 101−104.[). Social innovators needs to adopt reflexive processes of learning so that they can be adaptive to social alterations introduced from time to time (Chapman, 2007, p. 177). Akimenko defines "*Design activism as a course of actions aimed at revealing injustice and wrongdoing (on behalf of a neglected party) and framing a better alternative, through unconventional methods of participation, expression and with inclusion of design criteria, such as aesthetics, function, usability and others*" (Akimenko, 2014, p. 57). Design activism of social fronts and more specifically in case of subjects related to women intimacy demands deep understanding of the pattern of intersection of cultural beliefs, materialistic constraints and pragmatic solutions (Bemelmans-Videc, Rist, Vedung, Carrots, Sticks & Sermons, 2003).

Keeping in view the effect of socio cultural change they need to design a solution to offer a better menstruation experience to the target group through safe and healthy practices (Bemelmans-Videc, Rist, Vedung, Carrots, Sticks & Sermons, 2003). The social innovations also faces various concerns at personal level such as personal intentions, level of self motivation, level of compatibility with stakeholders, and personal competency (Chapman, 2007, p. 177). Once the social innovation gets established, the social innovators can develop their own success strategies. They can decide the level of autonomy to be practiced, extent of engagement with other organizations and other bodies involved (Chapman, 2007, p. 177). Though many design activism projects fits into the already established framework, but each project demands its own structure and level of flexibility to cater the beneficiaries [23]. Same was the case with Ashudhinashak which took its

own stream to fit into the socio cultural requirements of the land. Markussen also pointed out the importance of aesthetic value in the success of activists designs (Swilling, 2016, p. 21). Ashudhinashak was designed to fit into the aesthetics of the rural settings to make it acceptable in the orthodox culture and bring required social change by offering a new experience to participants.

Social innovation has the capacity to transform society through innovative solutions. It is crucial to have involvement of diversified parties with the common goal of bringing positive impact on the society. Ashudhinashak is a successful example where society had accepted the product which makes the life easier for women and at the same time solves burgeoning environmental problem. Our conclusions support the line of argumentation in the literature by which Social Innovation reveals a strong potential to lead change in system(s), but it only creates transformation when it scales-up and it has durability and transformative impact.

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PHILOLOGY

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THE PECULIARITIES OF MULTILINGUAL EDUCATION IN THE CONTEXT OF TRAINING OF THE PHILOLOGISTS

Abstract. Learning a foreign language is closely intertwined with students' communication skills, due to the close connection between the language and their own speech. Forming and expressing one's own attitudes and opinions, conducting discussions are necessary practical skills for a person to realize various social roles. Work on the development of communicative skills in a foreign language class with the wide use of various teaching aids can create the necessary language situation. This approach significantly improves the mastery of a foreign language. Developed speech is not only a marker of the general culture of the individual, but also is the main means of learning about the world around us. Insufficient level of formation and development of communicative skills and abilities of students is a direct consequence of the imperfection of existing technologies for the formation and improvement of communicative skills and abilities in foreign language classes. At the present stage, the methodology is dominated by the attitude of learning to communicative, systematic and developmental nature of learning. According to these theses, issues of improving students' speech development are of paramount importance. In the process of developing communicative skills, it is important to improve the skills that provide the construction of connected expression: the ability to select the necessary material, systematize it, select language tools based on the appropriateness of their use in a particular speech situation. The purpose of the research is to prepare the language personality for interethnic communication in the system of modern values and needs for self-development and self-realization in the conditions of modern education. The research methodology is based on the analysis of advanced methodological and pedagogical experience to justify the selection of methods for the formation of communicative skills (praximetric method) and the classification and systematization of scientific and theoretical material to analyze the state of the problem; theoretical modeling (theoretical method).The scientific novelty of the study is that for the first time a method of training future teachers of a foreign language to organize foreign

*language teaching has been developed and scientifically substantiated; the features of the secondary language personality as a strategically important goal of learning are considered; the transition from unconscious knowledge to conscious knowledge, which a person uses to achieve their personal needs, in our case – intercultural communication; improved the process of acquiring relevant skills through the gradual acquisition of speech knowledge through the selection and inclusion in the learning process of optimal tools, techniques and methods, further developed the method of forming speech skills and abilities of future foreign language teachers. **Conclusions**. There are a lot of variants for learning a foreign language, which made it possible to approach in a new way the basic requirements of training a modern teacher who is able to act not according to a template in various situations, but based on adequate learning conditions, taking into account the methodological system that corresponds to this educational process in preparations of the future specialist. So, the main need in the new conditions of the educational process was the preparation of a linguistic person to speak a foreign language, in which integration tendencies made it possible to consider learning from all spheres of human cognitive activity, based on an interest in intercultural communication for direct introduction to a particular culture. To meet the need for intercultural communication, a flexible and variable system of forms, means and methods of teaching foreign languages was created. So, in order to expand knowledge during intercultural learning in the field of the studied discipline, it is necessary to analyze the additional material found, because the basic information offered by the methodologists in the textbooks will not fully be a means of forming a complete understanding of the language, and thus will not prepare a highly qualified specialist. And therefore, developing only an integrated approach to independently obtaining the necessary additional knowledge, a future specialist at the present stage of development, using linguistic and semantic independent work, will be able to comprehend the full depth of the knowledge he needs. Thus, in the modern educational system of research in the field of intercultural communication, a correct understanding of intercultural interaction is necessary for effective assessment of teaching methods that contribute to the formation of a linguistic personality. This indicates that in intercultural communication, methods of training future specialists should be taken into account and developed, modeling the specifics of the content of the educational process in order for students to fully assimilate the necessary educational material for the formation of a linguistic personality in the process of intercultural interaction.*

Key words: *intercultural communication, the secondary language personality, qualification of a teacher, socio-cultural competence.*

ОСОБЛИВОСТІ МУЛЬТИЛІНГВАЛЬНОЇ ОСВІТИ В КОНТЕКСТІ ПІДГОТОВКИ ФІЛОЛОГІВ

Анотація. *Вивчення іноземної мови тісно переплітається з комунікативними уміннями студентів, що зумовлено тісним зв'язком мови та власне мовлення. Формування та висловлення власного ставлення та думок, ведення дискусії є необхідними практичними уміннями для реалізації особистістю різноманітних соціальних ролей. Робота з розвитку комунікативних умінь на занятті з іноземної мови із широким застосуванням різних засобів навчання може створювати необхідну*

*для цього мовну ситуацію. Такий підхід істотно поліпшує оволодіння іноземною мовою. Розвинене мовлення є не тільки маркером загальної культури особистості, але й виступає основним засобом пізнання навколишнього світу. Недостатній рівень сформованості та розвитку комунікативних умінь і навичок студентів є прямим наслідком недосконалості існуючих технологій формування й удосконалення комунікативних умінь і навичок на заняттях з іноземної мови. На сучасному етапі в методиці переважає налаштованість навчання на комунікативність, системність і розвивальний характер навчання. Згідно з цими тезами питання вдосконалення мовленнєвого розвитку студентів набувають першорядного значення. У процесі формування комунікативних умінь велике значення відіграє вдосконалення вмінь, які забезпечують побудову зв'язаного висловлювання: вміння відбирати необхідний матеріал, систематизувати його, підбирати мовні засоби з урахуванням доцільності їхнього використання в певній мовленнєвій ситуації. **Мета дослідження** – підготовка мовної особистості до міжнаціональної комунікації в системі сучасних цінностей та потреб до саморозвитку та самореалізації в умовах новітньої освіти. **Методологія дослідження** ґрунтується на аналізі передового методико-педагогічного досвіду для обґрунтування відбору методів формування комунікативних умінь (праксиметричний метод) та на класифікації й систематизація науково-теоретичного матеріалу для здійснення аналізу стану проблеми, що досліджується; теоретичне моделювання (теоретичний метод). **Наукова новизна дослідження** полягає в тому, що вперше розроблено й науково обґрунтовано методику підготовки майбутніх вчителів іноземної мови до організації іншомовного навчання; розглянуті риси вторинної мовної особистості як стратегічно важливої мети навчання; з'ясовано перехід від несвідомого знання до усвідомленого знання, яке людина використовує для досягнення своїх особистих потреб, в нашому випадку – міжкультурної комунікації; удосконалено процес оволодіння відповідними уміннями шляхом поетапного засвоєння мовленнєвих знань через добір і включення у процес навчання оптимальних засобів, прийомів і методів, набула подальшого розвитку методика формування мовленнєвих умінь і навичок майбутніх вчителів іноземної мови. **Висновки.** При підготовці майбутнього фахівця існує безліч варіантів вивчення іноземної мови, що дозволило по-новому підійти до основних вимог підготовки сучасного вчителя, здатного діяти не за шаблоном в різних ситуаціях, а виходячи з адекватних умов навчання, зважаючи на ту методичну систему, яка відповідає даному освітньому процесу. Таким чином головною потребою в нових умовах освітнього процесу стала підготовка мовної особистості до володіння іноземною мовою, при якій інтеграційні тенденції дозволили розглядати навчання зі всіх сфер пізнавальної діяльності людини, ґрунтуючись на інтерес до міжкультурної комунікації для безпосереднього залучення до тієї або іншої культури. Для задоволення потреби до міжкультурної комунікації була створена гнучка і варіативна система форм, засобів і способів навчання іноземним мовам. Так, для розширення знань під час міжкультурного навчання в області дисципліни, що вивчається, слід аналізувати знайдений, додатковий матеріал, адже основна інформація, пропонована методистами в навчальних посібниках повною мірою не буде тим необхідним засобом до формування повного уявлення про мову, і тим самим не підготує висококваліфікованого фахівця. І тому, розвиваючи тільки інтегрований підхід до самостійного отримання необхідних додаткових знань, майбутній фахівець на сучасному етапі розвитку використовуючи лінгвозмістову самостійну роботу зможе*

осягнути всю глибину необхідних йому знань. Таким чином, в сучасній освітній системі дослідження в області міжкультурної комунікації необхідне правильне розуміння міжкультурної взаємодії для ефективного оцінювання методів навчання, сприяючих формуванню мовної особистості. Це свідчить про те, що при міжкультурній комунікації повинні бути враховані і розроблені методи підготовки майбутніх фахівців, моделюючи специфіку змісту освітнього процесу для повного засвоєння студентами необхідного навчального матеріалу для формування мовної особи в процесі міжкультурної взаємодії.

Ключові слова: *міжкультурна комунікація, вторинна мовна особистість, готовність вчителя, соціокультурна компетенція.*

The Problem Statement. Studying a foreign language as a means of intercultural communication, training person for interethnic communication, contribute to the development of sociolinguistic study of a foreign language in the system of contemporary values and needs for self-improvement and self-realization in the conditions of the modern educational system. It should be noted that in the current conditions of globalization and integration, when different countries seek cooperation in various spheres and sectors of life, from economic to scientific, etc., intercultural ties that lead to mutually beneficial agreements play an important role. So in the 21st century, the language of interpersonal communication is the language of culture of public consciousness and the whole of society, where the most significant is not the language itself, but the form of information transmission through intercultural communication.

The system of multilingual communication allows you to improve your knowledge not only in the language , but also in the cultural area, where the knowledge of two or more languages is used depending on the situation of communication.

The Analysis of Sourses and Recent Researches. The problem of multilingualism today is the subject of attention of linguists and methodologists. Researches of N. V. Barishnikova, T. V. Shaposhnikova, M. L. Shatskova, V. V. Korotenkova, O. A. Kolikhalova, O. I. Cherednichenko, N. R. Shutko, O. A. Chinaeva, N. D. Gal'skova, B. A. Lapidus made possible to form the conceptual ground in the teaching of a foreign language in secondary school.

Scientific-methodical research is devoted to the problem of studying the second foreign language in higher educational institutions. B. M. Marunevich, I. M. Melnik, O. O. Molokovich, O. V. Pinsk, however, they did not form the way for the formation of multilingual competence as the basis for the training the future teacher of a foreign language.

The Purpose of Publication. In the system of modern society development, it is necessary to note the main features of the multilingual education, in which it is necessary to focus not only on the study and improvement of knowledge in the field

of foreign language teaching, but also on the deep study of intercultural competence.

Tne Main Material Statement. The first language in learning a foreign language is the language itself, as a tool to understand various subjects and phenomena. No less important is the place of a foreign language in the general educational process, in which a foreign language should act not only as an object of study, but also as a means to achieve the set results.

Due to the strategy of linguistic education we should understand effective, coordinated, systemic learning, in which the learner takes into account the experience of developing the intercultural relations of the country which language he is studying, and also the language strategy, in which the experience of successful mastering a foreign language in the bilingual education system is studied.

During the interaction of different linguistic cultures, their unification takes place, in which there is a desire for cultural self-affirmation and preservation of their own cultural traditions. As a participant in intercultural contacts, people interact in every possible way with representatives of other cultures with whom intercultural communication is carried out, and most often this kind of communication differs significantly depending on the language environment. Language features also create all sorts of problems for communication based on defined common norms and rules of behavior.

At the modern stage of development, the fact that students of philological specialties must master a foreign language as a means of intercultural communication is of decisive importance, where socio-cultural competence plays a special role in the formation of a personal approach to the study of a foreign language. Thus, when forming a new literate philologist specialist, the sociocultural approach of studying is one of the most important, because it is the direction for the students to intercultural communication, which is more relevant.

Speaking about language as a social phenomenon, it should be noted that with this means of communication is taking place the formation of public consciousness of a foreign language learner. Foreign language in this case is an instrument of intercultural communication that allows students to come into direct contact with representatives of foreign culture. In turn, this communication opens up new horizons in the knowledge of the spiritual wealth of the representatives of the culture being studied. It is also impossible to form the right communicative competence among learners without the knowledge of socio-cultural features.

Learning a foreign language will allow the student to join in a deeper understanding of his culture through the knowledge of another culture,. There is no doubt that the study of cultural features and language will allow to find the characteristics of linguistic identity during the pedagogical process. And despite the language barrier, the cultural one can be partially shifted to another level depending on the student's interest in the studied environment, traditions, cultural heritage.

Overcoming the various difficulties of communicative communication, one can talk about the achievement of intercultural competence, which establishes a dialogue between different cultures.

To improve the quality of the socio-cultural competence, the students should use the material most accurately and fully able to give an idea of the foreign language environment. Here you should use both verbal, visual and regional studies material with the use of information and computer technologies, to convey the sensation and perception of a foreign-language reality. With this training, attention should be paid to the differences and similarities of national and linguistic features, to the ability to compare the socio-cultural experience of the people and the characteristics of linguistic behavior, which is studied by students with their own language and its characteristics.

To improve and stimulate the students, teachers are currently using the model of the intercultural education system, which will provide the necessary information and share the experience gained through interaction of representatives of different linguistic cultures. In turn, during the preparation a foreign language teacher, it should be noted that the methodology will differ from the teaching methods of other non-linguistic disciplines. Thus, in the opinion of L. V. Shcherba, there are differences between the methodologist of the subject-matter not a philologist and the methodologist-linguist "the first, except for didactics, should know only his subject; the second must, of course, know both, but, besides, if he really wants to be a methodologist, he should understand well the laws governing the social function to which he is attaching his students. In other words, he not only needs to know the language that he teaches well, but, in addition, to be a linguist-theoretician in the full sense of the word" [Shherba, 1947, p. 10−11]. The modern teacher of a foreign language should be creative and intellectually developed, able to focus on scientific pedagogical ideas. After all, the teacher must carry the culture and knowledge of all the achievements of his nation, which will allow him to become a worthy role model, able to transfer the experience to a new generation. Thanks to globalization and progress in modern society, the position of the educator has been strengthened, "since thanks to his work and influence on students, a citizen is being formed, the intellectual and spiritual potential of the nation is increasing" [Pelekh, 2009, 54].

How can one determine the willingness of the future teacher for pedagogical activity and why does the development of mankind depend on information and education? According to E. Laszlo, who focuses on the fact that "we need more information in fact, to reach the masses <...> The second idea is probably education, in order to establish contact with the youth, with those who come to the world in the role of leaders and active members of society in ten or twenty years" [Laslo, 2000]. In connection with this, it should be noted that an absolutely new, enlightened generation, built on the postulates of national and spiritual identity, is able to come

to this world through intensive and comprehensive training by teachers who, in turn, also received qualitative, professional and scientific training.

Globalization and the rapid development of mankind compel pedagogical education to become involved with the preparation for life not only of the professional qualities of man, but also harmoniously integrate human knowledge with the world around us, it all "bears in itself an active creative principle, causes the emergence of a new image of the teacher" [Pelekh, 2009, p. 53].

Attention should be paid to the willingness of the future teacher to innovate, where the teacher's professionalism is determined in his methodological, technological and personal readiness for teaching, forming the correct guidelines for achieving the goal in the study of a foreign language. Here you should consider the acmeological approach to the study of the subject, when the learner is personally formed and is ready to reach and learn all new horizons of knowledge, revealing his creative potential and self-actualizing during the study of a foreign language.

According to N. Kuzmina, this stage of development of the future teacher can be called a stage of "productive maturity, when self-education, self-improvement processes are most successful" [Kuz'mina, 2002, 16]. Constant self-development leads to the choice of the most important during the educational process, which gradually leads to a professional maturity, in which the most complete implementation of the goals and tasks that contribute to the qualitative and all-round development of the future specialist, which according to A. Maslow is "an upsurge of needs" [Maslou, 1982, p. 110].

This "upswing" allows to approach the tasks posed more effectively and comprehensively for more effective mastering of the received material at all stages of the educational process. It is also necessary to pay attention to the motivational sphere during the educational process, which facilitates the delineation and identification of the main ways to comprehensive development to improve the skills and skills of the future teacher. Considering the "features of a secondary linguistic personality" as a strategically important goal of education, one can focus on intercultural and communication competences, which are interdependent in three aspects: "pragmatic, pedagogical and cognitive", and only if they are properly balanced can a successful realization of this learning goal be possible.

According to N. Gal'skova, "the pragmatic aspect of the goal of teaching foreign languages is associated with the formation of students' knowledge, skills and abilities, the possession of which allows them to join the ethnolinguistic and cultural values of the country of the studied language and practically use a foreign language in a situation of intercultural understanding and cognition" [Gal'skova, 2009, p. 98]. The totality of all parts of the pragmatic aspect is a component of communicative competence, which was based on an attempt to draw a line between academic general educational standards and interpersonal skills of standard personal

communication. In its turn, communicative competence in the process of its development is manifested in the modern general educational space in the form of such structural components as: ”linguistic, sociolinguistic, discursive, sociocultural, strategic and social subcompetencies“ [Gal'skova, 2009, p. 98].

Speaking about the level of mastering a foreign language, it should be noted that the knowledge of language skills, knowledge and skills directly depends on the ability of the learner to ”intercultural interaction with inophones“. Here, unfortunately, one can only consider a certain standard of higher language education, which shows not language proficiency, but only the level of language education, which is divided into two groups of methods: expert and quantitative. In expert methods, the personal professional experience of an expert or a group of experts is considered. With the help of quantitative methods, the content of the learning of a foreign language, which is obtained from the studied groups, is specified.

The development of these levels should also include a specific specificity of the teaching of a foreign language in the conditions of modern language space. Depending on the level of oral or written communication, we can determine the norms for mastering the discipline and the parameters of speech activity. It is very important at this stage to determine the goals, objectives of communication and communicative activities that provide the necessary or the maximum possible level of mastering by the male cultural communication, for the achievement of personal needs and needs in the process of foreign-language communication. In addition, the European system of levels of mastering a foreign language makes it possible to determine the level of learning a foreign language and to evaluate your personal experience in the communication process, and, if necessary, adjust the means, methods and rpiemy of learning a foreign language to achieve better results in foreign-language instruction.

”The cognitive aspect of the goal of teaching foreign languages is related to such categories as knowledge, thinking and the processes of understanding involved in the process of familiarizing the student with a foreign language, with the culture of the people who support it“ [Gal'skova, 2009, p. 109]. In the cognitive aspect, communication interaction at all levels of personal development, from psychological to culturological factors, should also be considered. Also, in the cognitive aspect, the transition from “unconscious knowledge” to “conscious knowledge” is considered, which a person uses to achieve his personal needs, in this case intercultural communication. In studying this aspect, two main types of knowledge should be distinguished: declarative and procedural.

Declarative knowledge is knowledge gained from personal experience, regardless of whether it is an experience from professional activity, or from everyday life and directly in the learning process, here an academic model of obtaining the necessary knowledge to achieve the set results is considered. As for procedural

knowledge, it is knowledge that determines a certain sequence of actions, to achieve a certain result, where it is not the knowledge itself that is checked, but the correctness of using the experience gained while mastering a foreign language.

It should be noted and the fact that to identify a word in its environment, a person uses historical, prior experience, to established norms. Unlike students who study a foreign language, they need to form their own view of the world, which carries a new culture and subsequently determines the personal attitude to the language being studied. It is also important that when learning a foreign language, a student who studies the ideas of his culture considers the most significant and interesting language from the culture, the language he is studying, and as he learns new knowledge of foreign culture, the learner chooses the most significant and valuable for himself, and thereby promotes the development of knowledge directly and about one's culture. All this forms an individual idea about the world around us.

The pedagogical aspect of the goal of teaching foreign languages considers the various qualities of the learner, in which he would be able to communicate at the intercultural level. Unlike the previous aspects, pedagogical – defines a personal approach to learning a foreign language, which considers the student's presence of certain characteristics, not related to linguistics, for intercultural communication with a native speaker. In this case, according to I. Khaleeva, one should pay attention to the process of mental comprehension of a different way of life, in which all the processes of comprehending reality will differ from those understood by the learner (Xaleeva, 1996, p. 76).

The Conclusions. It is obvious that today the pedagogical aspect of the study of a foreign language depends entirely on a comprehensive analysis of the necessary conditions during the preparation of a future specialist, such as personal educational and life experience gained during training, certain traditions related to the study of a foreign language, motivation and need in mastering the studied language.

The preparation of the future teacher for professional work should provide for a whole set of conditions under which the student can comprehend the social, ethical and aesthetic, as well as the political, moral and spiritual ideals and values of society, to show the culture and traditions of his ethnos to the next generations; to point out the importance of the historical features of the language form and at the same time, at the level of intercultural communication, with respect and interest, to evaluate and study the linguistic features of the foreign language being studied. It is necessary, moreover, to emphasize the preparation of future teachers of a foreign language for learning the types of language activities – reading, speaking, listening and writing.

These types of language activities constitute the language competence, which is responsible for the correct formation, evaluation and use in practice of all the acquired language skills in the system of intercultural communication.

Mastering a foreign language as a means of intercultural communication influences the development of a poly-linguistic and multicultural personality that allows the learner to become a participant in a direct, lively intercultural dialogue where the acquired knowledge in the learning process is a source of familiarity with the cultural achievements of the languages studied. Also important and significant in the preparation of the future foreign language teacher is the function of the mediator of the student during intercultural communication, where the learner becomes part of the general cultural communication process and acts as the subject of a dialogue of intercultural communication.

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PREPOSITIONAL SYSTEM OF THE UKRAINIAN LANGUAGE: SEMANTIC ASPECT

Abstract. The article is aimed at the interpretation of prepositions of the modern Ukrainian language, in particular the study of semantic types of secondary prepositions. Our goal is to analyze the prepositions of the Ukrainian language with a consi

The purpose of the work involves solving the following tasks: 1) substantiation of the theoretical origins of the preposition; 2) establishing the conditions and ways of transition of independent parts of speech into prepositions; 3) clarification of semantic-functional typology of prepositions.

The study of the prepositional system developed in three main directions. The most common concept is the interpretation of the preposition as an official part of speech with a weakened lexical meaning.

Derivative prepositions are units (structurally - synthetic (one-component) / analytical (multicomponent)), functionally and semantically identical to prepositions, but structurally more complex.

Key words: prepositional system, secondary prepositions, derived prepositions, lexical meaning, semantic type.stent clarification of their origin and semantic types.

The Problem Statement. The prepositional system of the Ukrainian language has repeatedly been the subject of study of Ukrainian as well as Russian, Belarusian, and Polish linguists. An example of such cooperation is the work of research teams of the International Open Research Project (Belarus, Russia, Ukraine, Poland, Bulgaria, etc.), which examines the features of grammar in various aspects of the Slavic preposition (see the works of M.V. Vsevolodova , A.P. Zagnitka, M.Y. Konyushkevich, Ch. Lyakhura, G.V. Sitar, I.G. Danilyuk, I.A. Shchukina, etc.).

The Analysis of Sources and Recent Researches. The most solid and complex analysis of prepositions of the Ukrainian language belongs to I.R. Vykhovantsev. The scientist, based on the teachings of E. Kurilovich, O.O. Potebnya, interprets the preposition as an analytical syntactic morpheme, distinguishes between primary (non-derived) and secondary (derived) prepositions, gives their exact number, the origin of secondary prepositions (Vykhovanets, 1980; Kurylovych, 1962; Potebnia, 1958).

Instead, I. Kucherenko interprets the preposition as a part of speech with a full lexical meaning. The linguist insists that prepositions are adverbs of generalized meaning that form a compound part of a sentence. According to I. Kucherenko, prepositions are identical in their grammatical features with verb connections (Kucherenko, 1973). Supporters of the traditional point of view define prepositions as special lexical and grammatical units (Ivanenko, 1967; Melnychuk, 1961). First, prepositions as lexical units can enter into synonymous, antonymous relations, and secondly, have a weakened lexical meaning (especially secondary prepositions).

So the lexical meaning of prepositions is related to their origin. In particular, the newest derived prepositions (we mean those units that have moved to the category of prepositions in recent decades, the emergence of which is due to modern communication needs, the transfer of the finest, most accurate semantic nuances between full components) have not lost their lexical meaning. According to O.M. Seliverstova, the proper lexical meaning of the preposition is an indication of a particular relationship (Selyverstova, 1999).

The Main Material Statement. Obviously, given the different views on the lexical meaning of the preposition, the following statement is justified: prepositions have a weakened lexical meaning, which is manifested in various semantic types that the preposition adds to the phrase (sentence) - place, time, purpose and so on. Since the value of cases (with which prepositions cooperate) is general, the number of primary prepositions is limited, there is a need to develop (expand) the quantitative and qualitative limits of secondary prepositions. Currently, secondary prepositions serve the purpose of updating the old form, developing new meanings in the language. Due to the lack of unanimity in the interpretation of the preposition, the constant transition of full words into prepositions, the development of new semantic types denoted by secondary prepositions, we can state the relevance of the chosen topic.

The aim of the research is to analyze the prepositions of the Ukrainian language with a consistent clarification of their origin and semantic types.

Our efforts are aimed at solving the following **tasks**: 1) substantiation of the theoretical origins of the preposition; 2) establishing the conditions and ways of transition of independent parts of speech into prepositions; 3) elucidation of

semantic-functional typology of prepositions.

The object of research is the system of prepositions of the modern Ukrainian language. The research takes into account the theoretical foundations of our native and foreign linguists, which in one way or another face certain research issues.

The subject of analysis is the semantic dimension of prepositions (primarily secondary) of the modern Ukrainian language, presented at the structural level.

The source base of the research is a constantly updated card index, which includes about 5,000 derived prepositions of the modern Ukrainian language, selected from scientific literature, texts of works of art, journalism of the Ukrainian language, both print and online sources.

The history of Ukrainian linguistics begins with the study of the preposition on the grammar of the Church Slavic language "Adelfotes" (Lviv, XVI century), where prepositions and prefixes have the same meaning and are used together with words (Kucherenko, 1973). Later, in the grammar of Lawrence Zizanius (1590), words are divided into eight parts of speech, among which a special place is occupied by the preposition.

In russian grammar M.V. Lomonosov interpreted prepositions as prefixes used to express the relationship between subject and action while researching words by partial linguistic affiliation. The scientist was one of the first to consider the transition of adverbs into prepositions, considered the relationship of prepositions with individual cases, gave advice on the use of some synonymous prepositions (Kucherenko, 1973).

The study of the prepositional system by F.I. Buslaev deserves attention as well. The scientist considers prepositions in the historical aspect, studies the functions of individual prepositions, but the author does not distinguish between prepositions and prefixes according to the functions performed – to manage cases (Buslaev, 1959). O.O. Potebny's research outran his time, because the scientist claimed that that thinking can be objictified through language (now we are talking about the reasons for the appearance of secondary prepositions). According to, O.O. Potebny prepositions were formed from full words (pronoun adverbs) (Potebnia, 1958, p. 123).

Ukrainian linguists of the twentieth century had their own view on prepositions. According to A.M. Pashkivsky, prepositions are service words, divided by morphological expression into proper prepositions and full words used as prepositions: *"верх", "кінець", "коло", "край", "круг" or adverbs: "крім", "кругом" "мимо", "напроти", "назад", "недалеко", "обік", "обіч"* etc. (Pashkivskyi, 1937).

Thus, in modern linguistics there is no common vision of the role and place of prepositions in the system of parts of speech. The most common concept is the interpretation of the preposition as a service word with a weakened lexical

meaning. This opinion is shared by a number of linguists in Ukrainian, Belarusian, Russian, and Slavic grammar in general: V.O. Bondarenko, A.M. Pashkivsky, A.S. Kolodyazhny, O.S. Melnychuk and others (Bondarenko, 1961; Pashkivskyi, 1937; Kolodiazhnyi, 1960; Melnychuk, 1961).

The problem of the status of the preposition is closely related to the question of its etymological and semantic possibilities. Giving the preposition the status of a word (official or independent) means allocating to it not only grammatical but also lexical meaning, because the word is characterized by the unity of lexical and grammatical meanings. Accordingly, we can distinguish the main meanings of prepositions: grammatical and lexical. Grammatical meaning in general ("formal", according to O.O. Potebnya) is a meaning that is inherent in all words of the morphological class and is expressed not by the word itself, but by additional means (change of words, ability to combine with other words, etc.) (Potebnia, 1958).

As for the lexical meaning of prepositions, it is closely related to their origin (etymology). Prepositions are heterogeneous in origin and are divided into primary (or non-derivatives), and secondary (or derivatives). Until recently, prepositions derived from other words were considered primary, and secondary - derived from full words. It is difficult to accurately separate prepositions according to these criteria, as their etymological and synchronous characteristics do not always coincide. Yes, some of them (*"зокрема", "крім" "крізь", "ради", "завдяки"* and others) deetymologized, which means that in modern language the words from which they were formed have disappeared, and as a result began to be perceived as non-derivatives.

According to the time of creation, prepositions can be divided into old: *"в", "на", "за", "під"* etc. and new (new, derived, secondary, functional homonyms): *"з метою", "під час", "у комбінації з", "віком до"* etc.

Thus, I.R. Vykhovanets, considering prepositions from a synchronous point of view, considers their division into primary and secondary according to the functional criterion to be the most effective. According to this criterion, the primary ones include prepositions used in the language only in the position with the semantics of the preposition, and the secondary - prepositions that in the language system have corresponding homonymous full words (Vykhovanets, 1980, p. 60; Jakobson R. 1984). In addition to the main differential feature (absence of homonymous form with a full word), primary prepositions have the following features: 1) monosyllabic, monomorphemic (dichotomousness is mostly due to phonetic variants, *"над - наді", "під - піді, підо"*); 2) broad polysemy and greater semantic abstraction compared to secondary prepositions (primary prepositions show a higher degree of abstraction than full words, but do not reach the degree of generalization that is inherent in cases); 3) greater correspondence in some positions of the values of the preposition and the case (Bezpoiasko, 1993, p. 279].

I.R. Vykhovanets adds to these features the features of primary prepositions: 4) the presence of binary (antonymic) positions: *"від - од", "з - без", "над - "під"* etc .; 5) the possibility of separation from the noun and merging with the verb as a postfix (talking about postnames) (Vykhovanets, 1980, p. 61).

According to I.R. Vykhovanets, the group of primary prepositions has about 80 units, taken from the common Slavic language. Most of the derived prepositions originated from Ukrainian land. The composition of primary prepositions remains unchanged, while secondary prepositions are constantly replenished due to the constant development of language. The basis of primary prepositions are prepositions that have no relative features either semantically or formally with any part of speech, they are diachronically primary prepositions: *"без", "біля" "в (у)", "від (од)", "до", "з", "за", "к" (rarely used), "коло", "крізь", "крім", "між" "(межи)", "на", "над", "о (об)", "окрім", "перед", "під", "по", "при", "про", "ради", "серед", "через"*and also *"повз", "проз"* formed as a result of the fusion of prepositions *"по" "про"* with obsolete prepositions *"уз (вз)"*. The group of primary includes those formed by a combination of two or three primary (from the genetic point of view), but indecomposable in the grammatical system of the Ukrainian language without losing their semantic and grammatical function: *"задля", "заради", "з-за" "з-межи (з-меж)", "з-над", "з-перед", "з-під", "з-поза", "з-поміж (з-помежки)", "з-понад", "з-поперед", "з-попід", "з-посеред", "з-проміж", "насеред", "побіля", "поза", "поміж (помежи)", "понад", "поперед", "попід", "посеред", "проміж"* as well as the merging of the pronoun *"що"* the preposition *"до"*: *"щодо"* Thus, the primary prepositions are words that have lost touch with full parts of speech, are a group of words of the modern Ukrainian language that have changed their meaning, morphological structure, gained the ability to express new relationships in modern lexical system (Vykhovanets, 1980).

Secondary prepositions cause much more controversy when talking about semantic types, lexical meaning, stylistic features, morphological expression of the main component (in case of multicomponent prepositional formations), time of occurrence and so on.

New types of derived prepositions (proper-noun, adverb, verb) began to take shape in the ancient Russian era. Their growth was insignificant. Spatial adverbs became the source of the formation of derived prepositions, less often - noun and verb forms with spatial semantics.

The structure of secondary prepositions is divided into simple and compound. The first consists of a single word (synthetic), and compound - a kind of analytical complexes, which combine simple non-derivative prepositions (one or two) with the forms of nouns, adverbs, verbs.

The most numerous group consists of prepositions of adverbial origin.

I.R. Vykhovanets mentions 77 prepositions corresponding to morphological adverbs: *"близько"*, *"вглиб"*, *"вдовж"*, *"вздовж"*, *"впоперек"*, *"впродовж"*, *"всередині"*, *"всередину"*, *"вслід"*, *"всупереч"*, *"довкола (довкіл)"*, *"довкруг"*, *(довкруги)"*, *"збоку"*, *"зверх"*, *"зверху"*, *"ззаду"*, *"з-позад"*, *"зсередини"*, *"кругом"*, *"ліворуч"*, *"мимо"* etc. (Vykhovanets, 1980, p.63). These are simple derivative prepositions (synthetic).

Another group consists of prepositions corresponding to adverbialized prepositional singular noun forms, this group is small - 7 prepositions (according to IR Vykhovanets): *"кінець"*, *"коштом"*, *"край"*, *"круг"*, *"протягом"*, *"ціною"*, *"шляхом"*. These noun forms (nouns in the nominative − less often, mostly in the instrumental case) fell into the category of prepositions through the stage of the adverb (Vykhovanets, 1980).

Prepositions corresponding to analytical adverbs (prepositional-singular forms) are the most productive class in the modern Ukrainian language. This group of derivatives of compound (analytical) prepositions is constantly replenished. Obviously, it is impossible to determine their exact number, although I.R. Vykhovanets insisted on 37: *"в ім'я"*, *"в інтересах"*, *"за винятком"*, *"за допомогою"*, *"за посередництвом"*, *"за рахунок"*, *"з боку"*, *"з метою"*, *"з нагоди"* etc. (Vykhovanets, 1980, p. 64). This category is mainly made up of nouns in the genitive singular, less often plurals that have passed the stage of the adverb.

The fourth group is formed by prepositions corresponding to adverbialized verb forms (Vykhovanets, 1980, p. 64). Their number in comparison with other groups of derived prepositions is small: *"включаючи"*, *"виключаючи"*, *"незважаючи на"*. This is one of the least productive prepositional groups.

Prepositional complexes are units formed from morphological or analytical adverbial forms and primary prepositions. According to I.R. Vykhovanets, there are 39 such prepositions: *"близько від"*, *"виходячи з"* (it is unclear why I.R. Vykhovanets referred this preposition to analytical adverbial), *"відповідно до"*, *"далеко від"*, *"залежно від"*, *"збоку від"*, *"ліворуч від"*, *"на відміну від"*, *"недалеко від"* etc. (Vykhovanets, 1980, p. 65).

The semantics of different prepositions are different in their range: some of them, primarily primary, have a fairly extensive range of meanings (*"в"*, *"з"*, *"на"*), others, secondary - a narrow and more specific meaning, stylistically limited use (*"близько від"*, *"відповідно до"*, *"по лінії"*). Semantically, primary prepositions are less specific, with more generalized content and complex semantic structure (set of meanings) than secondary prepositions, which express mostly one meaning, have more specific semantics, which is largely related to homonymous forms. Unlike primary simple prepositions, derived prepositions, even out of context, retain a meaning that is, of course, unequal and closely related to the semantics or semantic nuance of the full part of the language from which the preposition originates, such

as a noun or adverb. In the new lexical environment, the basic meanings of prepositional constructions can be neutralized, as a result of which derivative meanings are formed in them, which serve as a basis for the formation of derived prepositions. The value of derived prepositions lies in the variety of semantics associated with the lexical meaning of the original full component, which allows such prepositions to convey the subtlest nuances through cases (Brugman, 1980; Bierwisch, 1988; 24. Evans, 2004; Lakoff, 1990). Theoretically, we can assume three variants of the semantics of the derived preposition: 1) derived prepositions are characterized by clear semantics, so the prepositional construction will convey a clearly defined relationship: *з метою отриманнявисоких результатів...* (semantics of purpose). These are the cases when the lexical meaning of the full component coincides with the semantics of the secondary preposition; 2) secondary prepositions have clear semantics, but the prepositional construction within a certain phrase, the sentence acquires a new meaning: *під час бесіди пролунав дзвінок* (temporal relations), *під час війни місто було зруйноване* (temporal relations complicated by causation due to the dominance of the first); 3) the secondary preposition (this is rather an exception) is able to serve different semantic relationships, mostly two: *Живецький підкрутив гніт і підсунув ближче до ліхтарні клишоногий столик, на якому писар вдень реєстрував відвідувачів* (Andriiashyk) (locative relations); *Ближче до ранку пройшов дощ* (temporal relations) and so on.

The main semantic groups of secondary prepositions include circumstantial and attributive (definite). The largest group consists of circumstantial (in the formal-grammatical aspect) secondary prepositions, which are semantically divided into several subgroups: spatial, temporal, target, comparative, measures and degrees, mode of action, causal, conditional, admissible , quantitative. By circumstantial we mean such relations that explain the action, state, rarely the subject, naming their method, measure and degree, place, time, reason, purpose, condition and so on. Less common are attributive semantic relations of derived prepositions (characterize various features of the subject). As for object semantic relations, they should be considered as a separate type of circumstances, because the circumstantial semantic relations, expressing spatial, temporal, target semantics, indicate the object with which certain actions occur in space and time.

The Conclusions. Thus, the study of the prepositional system developed in three main directions. The most common concept is the interpretation of the preposition as an official part of speech with weakened lexical meaning (see the works of V.O. Bondarenko, A.M. Pashkovsky, A.S. Kolodyazhny, etc.). Derivative prepositions are units (structurally – synthetic (one-component) / analytical (multicomponent)), functionally and semantically identical to prepositions, but structurally more complex.

The transition of adverbs (or only their temporary, positional functioning) into prepositions has been noticed for a long time. Within each part of the language there is a gradual demise of the old quality and the accumulation of new, resulting in the transition of the word from one part of the language to another, the emergence of word equivalents. A full word loses its previous lexical meaning and acquires a new one - lexical-grammatical (with a predominance of grammatical), becomes an indicator of the grammatical category of another full word or an expression of the syntactic connection between words in a sentence. When a word passes from one part of the language to another, lexical, morphological, and syntactic changes occur in the language.

The description of the semantics of derived prepositions is a certain classification of all cases of its use, taking into account the individual case meaning and the immediate context. The main semantic types of derived prepositions include circumstantial and attributive (definite). The largest group consists of circumstantial prepositions (both primary and secondary), which, in turn, are divided into: spatial, temporal, target, comparative, degree and degree, mode of action, causal, conditional, permissible, quantitative. Attributive semantic relations (characterizing various features of the subject) are less common.

The proposed research is promising and versatile, as our further research will relate to the cognitive aspect of the study of derived prepositions, first of all we plan to explore the conceptual aspect of secondary prepositions in modern literary texts.

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PERSPECTIVE PIECES

PHILOSOPHY

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OBTAINING IMMUNITY AGAINST SOVIET MINDSET

Relevance of the topic. Collapse of the Soviet Union didn't come as a surprise to Eastern European countries. What was surprising, it's their ability to adapt to the political and economic dynamism of European realities in the 90s.

It's 2022 now and things are quite different from what they looked like 30 years ago. You may still see a communist star on the monument in downtown Kyiv, but the city doesn't look that much different from Budapest, Prague or Bucharest.

Formulation of the problem. However, Eastern European mentality remains a unique post-Soviet product that includes both – instincts and dreams. Having said this, we have to admit that each country in Europe has its own reasons to sustain types of mentality that they have. In the case of Ukraine, it's uncertainty that makes people behave the way they behave.

Purpose of the article − substantiation of the thesis that the strengthening of Europe in general requires changes in mentality in Eastern Europe.

Presentation of the topic. Under the USSR, Ukrainians did their best to save as much money as they could. Though the Soviet public finance system didn't have any instruments with interest rates for average citizens to have investment returns on their savings, Ukrainians still believed that savings are something worth to do.

Nowadays, Ukrainian banking system is enjoying a steady growth of deposits from private citizens as they still seem to have their old Soviet habit of saving money for the purpose of being sure about tomorrow and the day after tomorrow.

Take the communication skills. Under Soviet rule, Ukrainians didn't discuss

politics in the cafes or restaurants, cinemas or poetry clubs. It was much safer just to keep your thoughts unvoiced so no one would report your unsatisfaction with Soviet politics to the KGB. Now Ukraine has quite a high degree of freedom of speech, but people who meet each other in publics places still tend to discuss something politically neutral – weather, climate change, consumer prices, cultural trends.

Mikhail Bakhtin, Russian literary critic, had his own theory of what was wrong with private dialogues that Soviet citizens were having. He believed each of them preferred rather to have a monologue since he or she was scared of being criticized to the degree that things were not worth saying if they could attract any criticism (Bakhtin, 1996).

Another Russian communication theorist – Aleksey Losev – also had own version of why Soviet citizens were not capable of discussing important political matters both privately and publicly. Putting the argument about the KGB aside, Losev explained this with psychological traumas received in the 1930s and 1940s when the Soviet state was extremely repressive towards its citizens. Unless you reflect upon your psychological traumas, you can't focus on anything important in your conversations, Losev wrote (Losev, 2001).

In the 2020s it's time to include the inner trends of consumer culture into the analysis of Eastern Europeans' communication skills. Today a resident of Kyiv, Chisinau, Istanbul or Warsaw spends lots of personal time in a shopping mall where he or she may enjoy shopping and entertainment. Therefore, for him or her it's extremely important to discuss own shopping mall experience with his or her peers.

Consumer culture becomes a primary factor of how a person sees the reality around him or her. While politics remains a sphere where private opinions may easily contradict each other, consumerism gains momentum as an experience that majority of the population believes in. Of course, as GDP growth is not as inclusive as many liberal democrats want it to be, a relatively large share of the population ignores modern consumer culture, but these people are a minority. A minority, whose opinion can't be ignored though their social position becomes secondary in modern societal reality.

Having a proper dialogue isn't an easy thing. One should be updated on the latest news in politics and economy and have own opinion on what's happening in the society. First part is easier than the second. That's where media comes to play a major role.

Demand for media products that help to shape own opinion on things that matter is rising. It's not solely news that drive people's attention motivating them to click on scroll. It's analysis that people are looking for.

Less and less people think that modern culture is about visiting classical museums each time you have an opportunity to do so. Instead, they tend to be looking for cultural solutions in the way the society behaves under current political

and economic circumstances.

Post-Soviet Mentality and Consumer Culture: Points of Intersection. Under the USSR, it was a common thing to promote your personal interests as much as you could. Such an approach was born as a protest in reaction to the collectivism that the central government was pushing for. Promoting personal interests has been inherited by the modern consumer culture in post-Communist Europe.

Individual ego becomes a major driver for the economy, whether it's Ukraine, Slovakia or Poland. Each citizen pursues his or her own path to own individuality by the means of consuming certain goods and services. Buying something different from what everyone else has becomes as important as having individual passport and individual banking card.

Take real estate market. Demand for individual planning of residential property hits new highs all the time as people are ready to pay a premium for the design that they can't see in an apartment that their friends or relatives have. That has a lot to do with social media as consumers, while they're planning purchase of the new house, think of it primarily as of something they'll be posting on their Instagram and Facebook accounts.

Same patterns emerge in the restaurant market. Consumers are willing to pay extra money for food prepared in a highly original way, whether it's burgers or an omelette, craft beer or a cocktail with tomato juice and Finlandia Vodka.

While the Soviet experience stays in the memory as something that may be a reason to have all kinds of excuses for all sorts of guilty pleasures, modern Eastern European consumer culture pushes citizens to do all the shopping they've been dreaming of in one day. That's the logic that stands behind how contemporary shopping malls are organized – with large and long shopping halls that allow you to keep an eye on as many goods as possible.

Oles Gonchar, Ukrainian writer, once mentioned in his diaries: Soviet Ukrainians as consumers mostly dream of having something that has been imported from the capitalist countries (Gonchar, 2008). This remains true nowadays. Consumers in Eastern European countries consider goods from the West to have a better quality and social popularity. One gains more respect if he or she goes to the local office of Citibank for a commercial loan instead of visiting one of the state-owned banks.

For a post-Communist culture, consuming goods is not solely an economic matter but a factor of personal prestige. That's why approach towards own financial savings is usually defined by how much you get accepted by other people as owner of these savings.

Urban Life and Post-Soviet Mentality. Modern Eastern European cities have a vibrant cultural life, though cultural industry still depends on state subsidies or some kind of support from the central or local government. While in Amsterdam consumers are ready to pay a good price for a ticket to Van Gogh Museum, in Kyiv

they largely tend to forgo such type of entertainment and rather visit a restaurant. This is a direct result of a post-Soviet trauma.

While the USSR was heavily promoting museums and cinemas that used to be parts of a systemic propaganda machine, Soviet citizens lost their trust in cultural products. They believe they're pushed to believe in certain cultural values because it is of personal interest of politicians or any other major societal actors.

This is something that needs to be changed. In no way a restaurant may be a substitute to visiting a museum as both are important players on the entertainment market. Media is an important influencer for this problem as it is able to promote types of cultural life that will bring common sense in how consumers view urban life and modern cultural products.

Another important thing is understanding a modern city. It is no longer just a place to live and work, it's something much bigger. A city becomes a universe where one can become a developed personality with all the individual features that he or she is free to obtain. European cities didn't provide as much space for individualism in the 80s.

Take Shuggie Bain, a 2020 novel by Douglas Stuart. Agnes, protagonist's mother, is trying to live her own life though she is so much pressured by own alcoholism that it becomes absolutely impossible for her to escape own tragic fate (Stuart, 2020). Novel takes place in Glasgow that very much looks like a city from ancient Greece: mysterious forces control the lives of the residents who can't do anything against the will of these forces.

Kyiv used to be very much like Glasgow. It had its own drug epidemic in the 90s, had its own unemployment and high degree of societal dissatisfaction with politics. But now Ukrainian capital city is much more positive in how it views its own future as well as future of the country. That is why it has become a place that stimulates its residents to have long term plans and look for sustainable solutions for their living that include healthcare, environmental issues and good financial planning.

Seeking New Identity. It's easy to believe one may change the way people behave and they way they make their own conclusions, however this is rather a difficult business. Politicians who compete for popularity know this very well.

Post-Soviet mentality can be easily tracked by sociologists as it has its own distinctive behavioral patterns. But changing this type of mentality is a huge challenge for the Eastern European countries. Political success of populists in Poland and Hungary is a good example of how hard is to change people's general worldview.

A lot depends on how society thinks of itself and how it sees own ego. A struggle between "we" and "I" matters both for politics and economy. Search for individual identity is absolutely necessary and even unavoidable, but should lead to

sustainable democratic solutions and not to authoritarianism that is now seen in Russia and Belarus.

But what politicians can't or don't want to pursue, cultural industry may do by itself. Demonstrating basic patterns of post-Soviet mentality in media and all kinds of creative products will help Eastern Europeans obtain an immunity against the Soviet mindset. This is extremely important as Europe is seeking for its own new identity.

Conclusion. The European Union is a rather successful project that can bring the changes that Eastern European countries need. But reforming own political and cultural mentality is a mandatory prerequisite for having a full participation in the European political project. Mentality in Eastern European countries needs changes in order to become a driving force for strengthening Europe.

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